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Analytic Study of the Student Personnel of the School of Education, Indiana University, 1931-1942

By
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and
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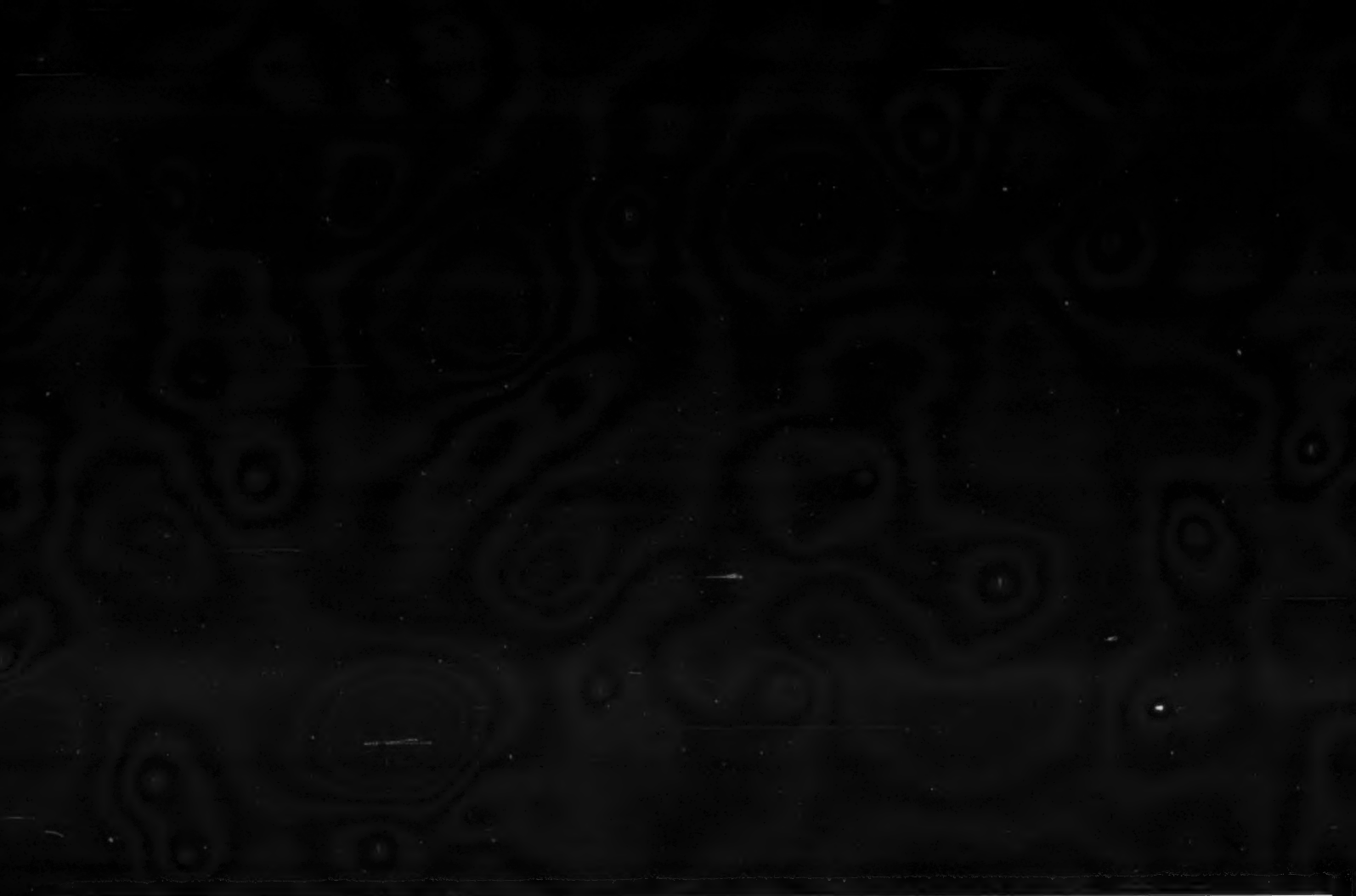

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Analytic Study of the Student Personnel of the School of Education, Indiana University, 1931-1942

On May 1, 1923, the Board of Trustees of Indiana University formally recognized the School of Education of the University as a separate school with the same status as the other schools. The reorganization made possible the maximum cooperation between the state and the University in preparing teachers and school administrators under the license law of 1923. The School of Education was granted full equality with the other professional schools of the University and was permitted to exercise full liberty in determining its curricula leading to the Bachelor of Science, the Master of Science in Education, and the Doctor of Education degrees. During the following years many students of Indiana and other states availed themselves of the opportunity to prepare for their degrees and professional licenses in the School of Education. This analytic study of students who were enrolled in the University from 1931 to 1942, inclusive, concerns itself with the candidates for all three degrees and includes the students who graduated as well as those who did not complete their degree requirements.

It is hoped that a study of this type will show some interesting facts concerning the past students of the school.

Students Receiving the Bachelor of Science Degree

The total number of students who received the Bachelor's degree from the School of Education during the years included in the study was 1,171. Of these, 468 were men and 703 were women. In general, the number of graduates increased from year to year.

TABLE I. NUMBER AND PER CENT OF MEN AND WOMEN IN GRADUATING CLASSES

Year	Men		Women		Total
	Number	Per Cent	Number	Per Cent	
1931	9	24	28	76	37
1932	28	48	30	52	58
1933	24	49	25	51	49
1934	36	63	21	37	57
1935	60	75	20	25	80
1936	29	46	34	54	63
1937	46	47	52	53	98
1938	51	45	62	55	113
1939	46	36	82	64	128
1940	45	35	84	65	129
1941	55	32	117	68	172
1942	39	21	148	79	187
Total	468	40	703	60	1,171

An interesting fact revealed by Table I is that in two successive years, 1934 and 1935, the number of men graduates exceeded that of the women, but in all other years there were more women than men. A noticeable trend is the gradual decrease in the proportionate number of

men in the graduating classes. A study of the comparative figures further reveals that this decrease was not due to the fact that fewer men attended but rather to the fact that there was a continual increase in the number of women. The actual number of men graduates remained comparatively stationary. These facts are more clearly shown in Figure 1.

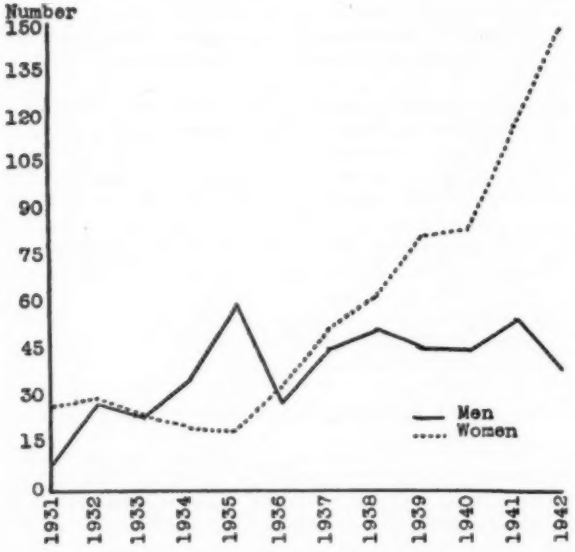

Fig. 1. Number of men and women receiving Bachelor's degree

Class Standing.—Fewer than half of the 1,171 students who received the Bachelor's degree enrolled in the University as freshmen. Obviously, many of the students had attended other institutions for one or more years. On the other hand, a very large number of students who began their collegiate training at Indiana University did not complete the course at this school, as will be shown later in this study. Apparently, there is a considerable shift of personnel from year to year, and the size of the freshman class is no true indication of the number of prospective graduates. Of the graduates, about 40 per cent completed only two of their four undergraduate years on the campus of Indiana University. A glance at the following table will show that these percentages have varied little during the years studied.

Time Taken to Complete Degree.—Considerable time elapsed between the date of enrollment and that of graduation of many of the students (see Table III). For about one third of the group this elapsed time amounted to five or more years, while for 12 per cent the interval between the two dates was more than eight years. Apparently, many

TABLE II. NUMBER AND PER CENT OF STUDENTS, ARRANGED ACCORDING TO CLASS STANDING AT TIME OF ENROLLMENT

Graduating Class	Freshman		Sophomore		Junior		Senior		Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
1931	17	46	5	13.5	10	27	5	13.5	37
1932*	24	42	17	30	10	18	6	10.5	57
1933	22	45	9	18.5	12	24.5	6	12	49
1934	20	35	7	12.5	9	15.5	21	39	57
1935	34	42.5	10	12.5	14	17.5	22	27.5	80
1936	27	43	11	17.5	8	12.5	17	27	63
1937	42	43	20	20	17	17	19	20	98
1938	40	43	19	17	25	22	20	18	113
1939†	67	53	17	13.5	18	14.5	24	19	126
1940	62	48	14	11	32	25	21	16	129
1941‡	70	46	22	13	42	25	26	15	160
1942	75	40	31	16	53	29	28	15	187
Total	518	44.5	182	15.5	250	21.5	215	18.5	1,165

*Class standing of one student not given.
†Class standing of two students not given.
‡Class standing of three students not given.

students taught school or obtained other employment after two years of study and completed their required courses for degrees at a later date.

TABLE III. NUMBER AND PER CENT OF STUDENTS, ARRANGED ACCORDING TO TIME ELAPSING BETWEEN DATE OF MATRICULATION AND DATE OF GRADUATION

Graduating Class	Fewer than 4 years		4 years		5 years		6 years		7 years		8 years or over		Total*
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
1931	16	43	15	41	6	16	0	0	0	0	0	0	37
1932	21	37	18	31.5	8	14	10	17.5	0	0	0	0	57
1933	18	37	13	27	8	16	2	4	8	16	0	0	49
1934	25	44	10	17.5	8	14	5	9	1	1.5	8	14	57
1935	35	44	21	26	10	12.5	4	5	2	2.5	8	10	80
1936	27	43	17	27	5	8	4	6	1	2	9	14	63
1937	38	39	26	27	10	10	4	4	4	4	16	16	98
1938	54	48	26	23	10	9	3	2.5	3	2.5	17	15	113
1939	46	36	46	36	17	13	4	3	2	2	13	10	128
1940	53	41	35	27	16	12	6	5	2	2	17	13	129
1941	72	42	40	23	14	8	8	5	12	7	26	15	172
1942	88	47	48	25	13	7	8	4.5	6	3	23	12.5	186
Total	493	42	315	27	125	10.5	58	5	41	3.5	137	12	1,169

*Two graduates were not included, as the date of their enrollment could not be determined from the records

Licenses.—Of the total number of graduates, 15 per cent applied for the elementary school license, 42 per cent for the regular high school license, and 35 per cent for a special high school license. Only 7 per cent did not make an application for either of these licenses (see Table IV). It should be stated that in the last four years of this study, or from 1939 to 1942, inclusive, the proportion of students receiving elementary licenses had risen to 25 per cent, and the proportion of students receiving the special high school license had dropped to about the same figure, while the percentage applying for the regular high school license remained fairly stationary.

TABLE IV. NUMBER AND PER CENT OF STUDENTS, ARRANGED ACCORDING TO TYPE OF LICENSE FOR WHICH THEY APPLIED

Graduating Class	Elementary		Regular High School		Special		High School and Elementary		None Given		Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
1931	1	3	13	35	22	59	0	0	1	3	37
1932	0	0	21	36	34	58	0	0	3	5	58
1933	1	2	22	45	23	47	0	0	3	6	49
1934	2	3.5	25	44	28	49	0	0	2	3.5	57
1935	2	2.5	27	34	49	61	1	1.5	1	1.5	80
1936	5	8	24	38	29	46	0	0	5	8	63
1937	6	6.5	48	48.5	38	38.5	0	0	6	6.5	98
1938	11	10	57	50.5	33	29	5	4.5	7	6	113
1939	23	18	57	45	36	28	4	3	8	6	128
1940	28	22	56	43	29	22	5	4	11	9	129
1941	50	29	61	35.5	41	24	2	1	18	10.5	172
1942	48	26	76	40.5	47	25	0	0	16	8.5	187
Total	177	15	487	42	409	35	17	1	81	7	1,171

Options.—During the years covered by this study, the School of Education offered various undergraduate options designed for students who wished to secure a B.S. degree in education and at the same time qualify for a teacher's license. The options most frequently chosen were those qualifying the students for a regular high school license, for a special high school license, or for a license for teaching in the elementary schools. The specific curricula most frequently chosen were Options A, C, D, F, and M, and nursing education. A short description of these follows:

Option A was selected by students who desired a degree and a first grade regular high school teacher's license. It prepared students to teach in three teaching fields.

Option C was offered for those students who had one or the other of the various first grade elementary school teacher's licenses—two-year course—and who wished to qualify for this degree and to continue teaching in the elementary schools.

Option D was planned for students who had an elementary school teacher's license—two-year course—and who wished to qualify for a degree and to begin work on a first grade regular high school teacher's license.

Option F was designed for students working toward a degree and a special high school teacher's license in physical education, music, home economics, or art.

Option M was selected by students wishing to qualify for a degree and for a first grade elementary teacher's license with specialization in the fields of (1) primary education, (2) intermediate-grammar grade education, or (3) rural education.

The nursing education course was designed for students wishing to qualify for a degree with a major in nursing education.

Since more students were interested in obtaining either a regular or a special high school teacher's license than in obtaining an elementary teacher's license, the larger proportion of students selected Option A or Option F. During the first years covered by this study the elementary license did not require four years of college preparation. Consequently,

TABLE V. NUMBER AND PER CENT OF STUDENTS, ARRANGED ACCORDING TO OPTIONS SELECTED

Year	Option A		Option C		Option D		Option F		Option M		Nursing Education		All Other Options		No Option Given	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
1931	2	5	1	3	8	22	24	65	0	0	0	0	1	3	1	3
1932	6	10	3	5	12	21	28	48	0	0	1	2	2	3	6	10
1933	6	12	5	10	13	27	21	43	0	0	3	6	0	0	1	2
1934	5	9	4	7	17	30	19	33	0	0	0	0	1	2	11	19
1935	6	8	3	4	13	16	52	65	0	0	0	0	4	5	2	2
1936	10	16	13	21	8	13	26	41	0	0	1	1	3	5	2	3
1937	23	23	14	14	13	13	37	38	0	0	2	2	7	7	2	2
1938	23	20	12	11	20	18	31	27	6	5	5	4	16	14	0	0
1939	31	24	16	12	10	8	29	23	14	11	7	5	19	15	2	2
1940	26	20	11	9	16	12	20	16	27	21	8	6	20	16	1	1
1941	24	14	17	10	21	12	35	20	32	19	15	9	28	16	0	0
1942	43	23	12	6	13	7	41	22	27	14	13	7	38	20	0	0
Total	205	18	111	9	164	14	363	31	106	9	55	5	139	12	28	2

Option M was not selected by any students prior to 1938. Option C was designed for teachers who were qualified to teach with only two years of training but were taking advantage of the opportunity to earn a degree. An interesting observation that can be made from a study of Table V is the fact that 14 per cent of the elementary teachers selected Option D, which qualified them for a high school license.

Achievement.—Much of the work taken by the undergraduates was required for the various licenses. This work may be divided into courses taken in different subject-matter fields necessary for a teacher's license in the particular subjects, professional courses offered by the School of Education, and electives not definitely required for the license. The number of different subject fields in which courses were taken by students preparing for a high school license was 29. Most of the subject fields were in physical education, English, social studies, music, science, and commercial subjects. A fairly large number of students took at least one foreign language. Comparative credit point[1] averages in various courses taken by the men and women in subject-matter courses offered by other departments in the University are shown in Table VI.

TABLE VI. NUMBER OF HOURS COMPLETED AND CREDIT POINT AVERAGES MADE IN THE SUBJECT-MATTER FIELD

Subject	Men		Women		Total	
	Number of Hours	Credit Point Average	Number of Hours	Credit Point Average	Number of Hours	Credit Point Average
Art	112	2.30	569	1.91	681	2.10
Biology	944	1.53	782	1.86	1,726	1.68
Botany	50.5	1.95	78	2.52	128.5	2.23
Business	16.5	.67	72.5	1.56	89	1.39
Chemistry	540	1.33	130	2.11	670	1.52
Commerce	847.5	1.46	1,442	1.61	2,289.5	1.56
Economics	33.5	1.52	0	0	33.5	1.52
English	2,480	1.64	7,396	1.83	9,876	1.78
French	118	2.05	511	2.01	629	2.01
Geography	340	1.60	858	2.06	1,198	1.87
Geology	48	2.00	62.5	2.33	110.5	2.26
German	73	1.79	66	2.00	139	1.89
History	3,500	1.71	1,536	1.41	5,126	1.62
Home economics	0	0	536.5	1.42	536.5	1.42
Journalism	0	0	14	2.36	14	2.36
Latin	70	2.53	508	1.95	578	2.02
Library science	82	2.05	516.5	2.00	598.5	2.00
Mathematics	1,020	1.64	612.5	1.62	1,632.5	1.63
Music	175	2.22	867.5	1.96	1,042.5	2.00
Nursing education	0	0	799.5	2.07	799.5	2.07
Psychology	31.5	1.73	34.5	2.23	66	1.97
Physical education	12,391	1.57	7,941	1.57	20,332	1.57
Physics	287.5	2.01	86	1.67	373.5	1.93
Physiology	72.5	1.58	197	1.72	269.5	1.69
Science	355	1.78	374	1.85	729	1.82
Social studies	4,655	1.35	4,124	1.57	8,779	1.45
Spanish	43	1.95	136	1.66	179	1.73
Speech	258	1.70	650	1.57	908	1.61
Zoology	28	2.14	41	1.27	69	1.62
Total	28,661.5	1.58	30,941	1.71	59,602.5	1.67

[1] Credit points are given on the following basis: A = 3 credit points per hour, B = 2 credit points, C = 1 credit point. No credit points are awarded for a D grade and 1 credit point is subtracted for every hour of work marked F.

In the 29 subject-matter fields the difference in achievement between the men and women was not very large. In 11 subjects the credit point average of the men exceeded that of the women, while in 13 fields the opposite was true. The largest enrollment was in physical education, the credit point average of the men and women being identical in this area. No men were enrolled in three of the subject areas, while no women were enrolled in the field of economics.

The men had exceptionally high averages in art, Latin, music, and zoology, but they had rather low ones in chemistry and social studies. The number taking courses in business was too small to serve as a basis for arriving at sound conclusions. The women did especially well in botany, geology, and chemistry, but made their lowest averages in history and home economics. However, it should be stated that the number enrolled in some of the courses was too small to furnish reliable comparative data.

A few interesting facts can be observed from Table VI. The achievement of women was far superior to that of men in chemistry, psychology, and geography, while men showed decided superiority in zoology, Latin, and art. Although men are considered to be superior in mathematics, this belief was not substantiated by the data in this study. Both men and women seemed to have had difficulty in the social studies.

All of the students were required to enroll in professional courses given by the School of Education. Comparison of credit point averages in these subjects and in subject-matter courses is given in Table VII. Separate data in English, science, and social studies were tabulated concerning the work of students who pursued courses qualifying them for an elementary license. In addition to the required courses in education and in subject-matter fields, most students had an opportunity to enroll in some electives.

TABLE VII. TOTAL NUMBER OF HOURS COMPLETED AND CREDIT POINT AVERAGE OF UNDERGRADUATE STUDENTS IN THE SCHOOL OF EDUCATION

Area	Men		Women		Total	
	Number of Hours	Credit Point Average	Number of Hours	Credit Point Average	Number of Hours	Credit Point Average
Education courses	10,541	1.68	20,696	1.86	31,237	1.71
Elementary subjects	1,034	1.68	6,893	1.56	7,927	1.59
English	184.5	1.21	1,294	1.56	1,478.5	1.51
Science	403.5	1.86	2,691	1.66	3,094.5	1.67
Social studies	446	1.73	2,908	1.51	3,354	1.52
High school subjects	28,661.5	1.58	30,941	1.71	59,602.5	1.67
Electives	7,295	1.23	14,215	1.62	21,510	1.53
Total	47,531.5	1.55	72,745	1.74	120,276.5	1.66

According to Table VII, the average of the men was lower than that of the women in education courses, high school subject-matter courses, and electives. On the other hand, the men working for the elementary teacher's license made considerably higher averages in science and social studies than did the women, but here the number of

hours completed was too small to render the data reliable. In electives the women were far ahead of the men, and in all courses together, they averaged nearly .2 of a credit point above the men.

A total of 120,276 semester hours of work were completed by the undergraduate students in the School of Education during the 12-year interval. About 80 per cent of the courses were required, while approximately 20 per cent were electives. Women enrolled in about 60 per cent of the total number and in about 87 per cent of the courses leading to the elementary license. The men showed greater variation in achievement in the various areas than did the women.

Candidates for the Master's Degree

The School of Education conferred the Master of Science in Education degree upon 1,676 candidates during the inclusive years of 1931 to 1942. Of this number, 75 per cent were men and 25 per cent were women. The proportionate number of men and women varied very little except in 1942. It is very probable that the percentages for this year were affected by war conditions, since the number of men attending school dropped considerably during that year.

Table VIII shows the number of men and women receiving the degree during the interval studied.

TABLE VIII. NUMBER AND PER CENT OF MEN AND WOMEN RECEIVING THE DEGREE MASTER OF SCIENCE IN EDUCATION

Year	Men		Women		Total
	Number	Per Cent	Number	Per Cent	
1931	58	79	15	21	73
1932	76	74	26	26	102
1933	54	74	19	26	73
1934	86	79	23	21	109
1935	103	81	24	19	127
1936	118	82	26	18	144
1937	129	76	41	24	170
1938	123	74	44	26	167
1939	155	82	33	18	188
1940	128	75	43	25	171
1941	147	68	71	32	218
1942	75	56	59	44	134
Total	1,252	75	424	25	1,676

In general, there was a gradual increase in the number of graduates from year to year. The number of advanced degrees conferred during the intervening years is shown in graphical form in Figure 2.

Undergraduate Degrees Held.—The 1,676 candidates for the Master of Science in Education received their baccalaureate degrees from many different institutions. Approximately 25 per cent were graduates of Indiana University, and more than 60 per cent completed their undergraduate work at other schools located in Indiana. Of those graduating from schools within the state, 10 per cent graduated from Indiana State Teachers College, 8 per cent from Ball State Teachers College, and 6 per cent each from Central Normal College and Manchester College.

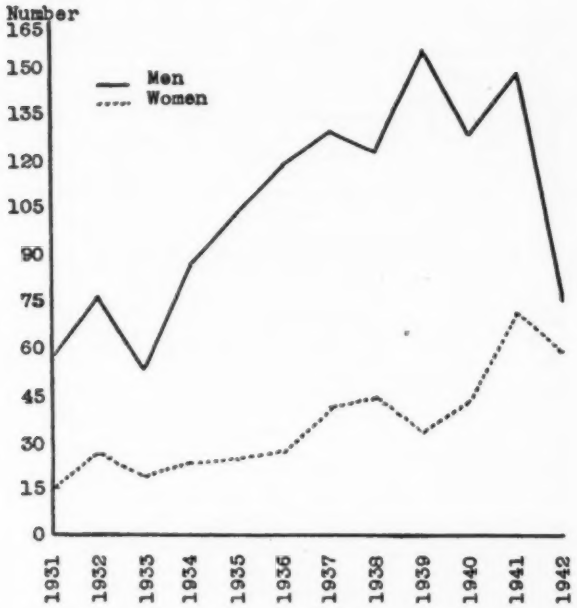

Fig. 2. Number of men and women receiving the Master of Science in Education degree

Over 50 per cent of the candidates received their baccalaureate degrees from these four colleges and Indiana University. The number of graduates from the various colleges is shown in Table IX.

The 232 students who did not receive their Bachelor's degree from an Indiana school were graduates of 79 different colleges or universities. The largest number, 15, came from the University of Illinois. Other schools, in order of the number of graduates, were: University of Chicago, 14; Western Kentucky State Teachers College, 9; Eastern Illinois State Teachers College, 8; and the University of Louisville, 6. The State University of Iowa, the University of Michigan, Northwestern University, and Southern Illinois Normal University were represented by 5 students each, and each of the 70 other institutions was represented by 4 or fewer students.

The degrees held by the graduate students in the School of Education were of various types, but by far the largest number of students had received either the A.B. or the B.S. degree. These represented approximately 55 per cent and 41 per cent of the total, respectively. The proportionate number of these degrees remained fairly consistent from year to year. The remaining 4 per cent of the group held various degrees, but no other degree was held by as many as 1 per cent of the students.

TABLE IX. COLLEGES AND UNIVERSITIES FROM WHICH CANDIDATES FOR MASTER'S DEGREE RECEIVED BACCALAUREATE DEGREE

Year in Which Master's Degree Was Obtained	Other Schools Located in Indiana																														
	Indiana University	Ball State Teachers College	Butler University	Central Normal College	DePauw University	Earlham College	Evansville College	Franklin College of Indiana	Goshen College	Hanover College	Huntington College	Indiana Central College	Indiana State Teachers College	John Herron Art School	Arthur Jordan Conservatory of Music	Manchester College	Marion College	N. C. A. G. U.	University of Notre Dame	Oakland City College	Purdue University	St. Mary's College	St. Mary-of-the-Woods College	Taylor University	Tri-State College	Valparaiso University	Wabash College	Schools Outside of Indiana	Total
1931	30	6	0	4	2	0	0	6	0	2	0	2	8	0	0	2	1	0	0	3	0	0	0	0	0	2	0	5	73
1932	37	3	4	7	7	0	1	5	0	1	0	0	12	1	0	6	1	0	0	8	3	0	0	0	0	0	0	6	102
1933	23	5	2	4	0	1	2	5	0	3	0	0	10	1	0	2	1	0	0	4	1	0	0	0	0	1	0	6	73
1934	27	12	3	6	6	2	2	3	0	0	1	0	15	0	0	5	1	0	0	4	2	0	0	0	0	2	1	10	109
1935	39	12	4	6	12	0	1	2	0	1	0	1	14	0	0	4	0	1	0	8	4	0	0	0	0	1	3	14	127
1936	35	21	2	8	3	0	6	2	0	6	0	4	14	0	0	10	0	1	2	10	1	0	0	0	0	2	1	16	144
1937	42	10	2	11	13	0	4	5	0	6	1	5	13	0	0	14	2	2	0	7	4	3	0	0	1	2	2	21	170
1938	49	15	5	12	6	1	6	0	0	5	1	1	19	0	0	6	0	2	0	8	2	1	0	0	0	1	2	25	167
1939	48	15	2	14	9	2	6	3	0	6	0	3	19	0	0	19	2	0	0	7	3	0	0	0	0	0	3	27	188
1940	30	12	7	10	3	3	3	4	2	2	0	4	15	0	1	13	1	0	0	6	3	0	0	0	0	3	8	41	171
1941	49	25	4	17	9	2	4	4	3	4	1	4	16	0	0	18	3	0	0	13	1	0	2	2	0	0	2	35	218
1942	31	4	5	6	7	1	6	1	0	1	0	4	15	3	0	13	1	1	0	6	1	0	1	0	1	0	0	26	134
Total	440	140	40	105	77	12	48	40	5	37	4	31	170	5	1	112	13	7	2	83	25	4	3	2	2	14	22	232	1,676

Licenses Desired.—The School of Education offers to graduates various courses qualifying them for administrative and supervisory licenses. The graduate work in education is planned in such a way as to enable students, if they so desire, to meet the requirements for the first grade licenses as elementary school principals, high school principals, supervisors, or superintendents, and at the same time to qualify for the Master of Science in Education degree. By far the largest number of students qualified for a high school principal's license, while the number desiring the supervisor's license was very small. Table X shows the number and per cent of graduate students who chose the various licenses.

TABLE X. NUMBER AND PER CENT OF GRADUATE STUDENTS WHO DESIRED THE VARIOUS ADMINISTRATIVE AND SUPERVISORY LICENSES*

Year	Elementary Principal		High School Principal		Superintendent		Supervisor		No Preference Expressed		Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
1931	5	7	41	56	11	15	1	1	15	21	73
1932	5	5	49	49	12	12	3	3	33	33	102
1933	3	4	34	47	5	7	0	0	31	42	73
1934	8	7	56	51	7	6	0	0	38	35	109
1935	11	9	63	50	11	9	2	2	40	31	127
1936	19	13	86	60	8	6	0	0	31	22	144
1937	26	15	90	53	7	4	1	1	46	27	170
1938	20	12	94	56	2	1	0	0	51	31	167
1939	34	18	96	51	9	5	3	2	46	24	188
1940	35	20	70	41	6	4	1	1	59	35	171
1941	47	22	95	44	6	3	2	1	68	31	218
1942	23	17	44	33	10	7	1	1	56	42	134
Total	236	13	818	49	94	6	14	1	514	32	1,676

*Many students qualified for two or more licenses. The above numbers represent their first choices.

A gradual increase in the number of students desiring an elementary principal's license is revealed in Table X. The decrease in the number of men receiving a degree in 1942 probably explains the smaller percentage of high school principal's licenses issued that year. In general, it may be said that about one half of the students desired to qualify themselves for a high school principal's license. No apparent added interest was shown in the superintendent's license during succeeding years. Probably many of those who failed to express a preference while in school applied for one or another of the licenses after graduation.

Achievement.—Graduate work in the School of Education is offered in the following fields: business education, comparative education, educational psychology, elementary education, health and physical education, higher education, history and philosophy of education, school administration, secondary education, visual education, and vocational education and guidance. Since a large proportion of the students were interested in an administrative license, the courses in school administration were the most frequently attended. In fact, about one third of the work in education taken toward a Master's degree was in the field of school administration. A considerable number of students pursued courses in secondary education and educational psychology.

The total number of hours taken by Master's degree candidates in the various fields and the credit point averages in each are given in Table XI.

TABLE XI. TOTAL NUMBER OF HOURS IN WHICH MASTER'S DEGREE CANDIDATES WERE ENROLLED IN THE VARIOUS AREAS IN EDUCATION AND THE CREDIT POINT AVERAGE EARNED IN EACH

Area	Number of Hours	Credit Point Average
Business education	200	2.63
Comparative education	504	2.40
Educational psychology	7,828	2.35
Elementary education	4,152	2.24
Health and physical education	5,947	2.39
History and philosophy of education	5,191	2.34
School administration	20,778	2.28
Secondary education	9,043	2.31
Vocational education and guidance	4,760	2.41
Miscellaneous*	4,006	2.27
Total	62,409	2.32

*Includes courses that could not be properly classified in any of the other areas.

As can be noted from Table XI, the highest credit point average was earned in business education, although the number of courses taken in this field was comparatively small. The lowest credit point average was obtained in courses leading to the qualification for licenses in the elementary field.

It is possible for students in the graduate division of the School of Education to take work on the graduate level outside of the field of education. The most popular of such subjects was history, followed in order of preference by psychology, English, mathematics, and chemistry. The credit point average in the various subject-matter fields ranged from from 1.75 in mathematics to 2.79 in home economics. The number of hours taken by Master's degree candidates in the various subject-matter fields and the credit point averages earned in each are given in Table XII.

TABLE XII. TOTAL NUMBER OF HOURS IN WHICH MASTER'S DEGREE CANDIDATES WERE ENROLLED IN THE VARIOUS SUBJECT-MATTER FIELDS AND THE CREDIT POINT AVERAGE EARNED IN EACH

Subject-Matter Field	Number of Hours	Credit Point Average
Botany	27.5	2.36
Business	80	2.55
Chemistry	93	2.77
Commerce	83	2.10
Economics	64	2.27
English	717	2.32
Government	39	1.96
History	1,196.5	1.84
Home economics	48.5	2.79
Latin	48	1.89
Mathematics	128	1.75
Music	71	1.87
Philosophy	41.5	2.00
Physics	83	2.45
Political science	29.5	2.42
Psychology	814.5	1.98
Sociology	73.5	2.08
Speech	24.5	2.00
Zoology	40	2.27
All others	71	2.32
Total	3,773	2.32

It is an interesting fact that the credit point average in education courses and that in courses outside the field of education were identical. It is, of course, to be remembered that approximately 96 per

cent of the courses taken by the graduate students were those offered by the School of Education.

A considerable proportion of the graduate work in the School of Education was done at Extension centers. Of the total number of semester hours, 41,161, or 62 per cent of all the work of these students, were taken at Extension centers. Of the 1,676 students, 1,324, or 79 per cent, were at some time during their graduate course enrolled in I.U. Extension work. Obviously, the opportunity to do graduate work at Extension centers has helped to increase the number of students receiving the Master's degree in the School of Education.

Doctoral Candidates

The Doctor of Education degree is primarily a professional degree and is administered by the School of Education. Naturally, students desiring to be admitted to graduate study must possess a baccalaureate degree based upon four years, or the equivalent, of undergraduate study in a recognized degree-granting institution. Admission to graduate courses in education, however, does not necessarily mean approval of candidacy for a Doctor's degree. This approval must be specifically given by the faculty of the School of Education.

The degrees held by the 37 Doctor of Education candidates varied. Of the total number, there were 21 candidates who held the A.B. degree. The same number also possessed the A.M. degree. With a few exceptions, these were the same students. The B.S. degree was held by 10 students, six of whom also possessed the M.S. degree. There were a few other degrees, each held by one or two students.

In addition to holding a degree, eight candidates held a high school principal's license, while five had been qualified as superintendents.

Courses in school administration were taken by the greatest number of students. Secondary education, vocational education and guidance, and educational psychology were other fields in which many of the candidates did a considerable amount of work. The credit point average earned by the candidates in the various areas was comparatively higher than that received by persons completing other degrees.

The number of hours taken in the various areas and the achievement in each are given in Table XIII.

TABLE XIII. TOTAL NUMBER OF HOURS IN WHICH DOCTORAL CANDIDATES WERE ENROLLED IN VARIOUS EDUCATIONAL FIELDS AND THE CREDIT POINT AVERAGE EARNED IN EACH

Area	Number of Hours	Credit Point Average
Business education	0	0
Comparative education	17	2.68
Educational psychology	232.5	2.86
Elementary education	58	2.46
Health and physical education	216.5	2.90
Higher education	6	3.00
History and philosophy of education	118	2.44
School administration	531.5	2.62
Secondary education	268.5	2.71
Vocational education and guidance	260	2.89
Miscellaneous	172.5	1.98
Total	1,880.5	2.68

The number of students enrolled in courses in higher education was too small for the results to be used for comparative purposes. Excepting the result in higher education, the credit point average was high in health and physical education, in vocational education and guidance, and in educational psychology.

Candidates for the doctoral degree are required to select one minor outside the field of education, and they normally take from 15 to 20 hours of work in the area representing this outside minor, the amount being determined by the representative of the minor on the candidate's doctoral committee. Psychology and history were the minors outside of education selected by most of the candidates. The number of semester hours in which students were enrolled in fields other than education and the credit point average earned in each are shown in Table XIV.

TABLE XIV. TOTAL NUMBER OF HOURS IN WHICH DOCTORAL CANDIDATES WERE ENROLLED IN THE VARIOUS FIELDS AND CREDIT POINT AVERAGE EARNED IN EACH

Subject-Matter Field	Number of Hours	Credit Point Average
Economics	3	3.00
Government	5	3.00
History	55.5	2.66
Political science	10	3.00
Psychology*	201	2.44
Sociology	14	1.85
Speech	12	2.75
Zoology	45	1.66
Total	345.5	2.44

*Psychology courses given by the Department of Psychology do not include educational psychology.

The credit point average earned in the various subject-matter fields was somewhat lower than that in education courses. This was due to a large extent to the rather low averages made in sociology and zoology. On the other hand, average achievement in the two subjects most frequently selected, psychology and history, compared favorably with that in courses in education.

Of the total number of semester hours taken by doctoral candidates, 293 were pursued at Extension centers. This represents about 13 per cent of all the work taken, whereas 79 per cent of the work on the Master's degree was taken at such centers.

Undergraduate Students Who Did Not Fulfill Degree Requirements

A large number of students who were enrolled in the School of Education did not complete the work required to qualify them for a degree or for a teacher's license. However, it should be stated that students who really had no intention of completing the required courses, but who merely wished to obtain some college training are included in this number. Others probably transferred to other schools and received their degrees and licenses from some other institution. But this does not alter the fact that many students who matriculate in the University do not remain to finish their courses.

As would be expected, the larger number either withdrew during

their freshman year or did not return for the sophomore year after completing the first year's work. The class standing of students at the time of their enrollment and of their withdrawal from the University is given in Table XV.

TABLE XV. NUMBER AND PER CENT OF UNDERGRADUATE STUDENTS WITHDRAWING FROM SCHOOL BEFORE OBTAINING A DEGREE, SHOWING THEIR CLASS STANDING AT TIME OF ENROLLMENT AND WITHDRAWAL

Class Standing at Time of Enrollment	Number of Withdrawals	Class Standing at Time of Withdrawal							
		Freshman		Sophomore		Junior		Senior	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Freshman	3,366	1,570	47	997	30	526	16	273	8
Sophomore	776	0	0	444	57	218	28	114	15
Junior	640	0	0	0	0	491	77	149	23
Senior	128	0	0	0	0	0	0	128	100
Total	4,910	1,570	32	1,441	31	1,235	25	664	13

Table XV requires careful study to avoid misinterpretation. It must be remembered that approximately 69 per cent of the students who withdrew entered the University as freshmen. Of these, 47 per cent withdrew before enrolling as sophomores. Approximately 13 per cent of the withdrawals entered the University as late as their junior year. It seems significant that 13 per cent of all withdrawals were members of the senior class when they withdrew from school. This is probably a higher percentage than would normally be expected. Academic deficiencies can hardly be considered as a major factor in causing the withdrawal of students who have attained junior or senior class standing.

As noted in Table I, there were only 1,171 students, 19 per cent of those who did undergraduate work in the School of Education, who actually received their baccalaureate degrees.

Of the 4,910 students who did not complete their prescribed courses, a total of 4,476 expressed a desire to pursue courses qualifying them for the various teachers' licenses. It must be remembered that these students matriculated at the University prior to the establishment of the Junior Division. Thus they enrolled in the School of Education immediately after matriculating in the University and very often expressed a desire to work toward the qualifications for a particular license. Of the total number who had expressed a desire to qualify for a license, 1,080, or 24 per cent, were interested in an elementary teacher's license, 2,325, or 52 per cent, a regular high school teacher's license, and 1,071, or 24 per cent, expressed a preference for a special high school teacher's license.

Achievement.—The 4,910 students under consideration took courses in various subject-matter fields. The number of hours taken in each and the credit point average earned in the various areas are given in Table XVI.

The credit point averages of students who withdrew from school were almost invariably lower than were those for students who graduated. This would indicate that scholastic deficiency probably was a factor for non-graduation of some of those who did not finish their courses. From the evidence we have, however, it would be an overstatement to assert

TABLE XVI. TOTAL NUMBER OF HOURS TAKEN IN VARIOUS AREAS BY STUDENTS WHO WITHDREW FROM SCHOOL AND THE CREDIT POINT AVERAGE IN EACH

Subject-Matter Field	Number of Hours	Credit Point Average
Art	739	1.79
Biology	1,515	1.15
Botany	644	1.62
Chemistry	2,553	1.57
Commerce	6,683	1.36
Economics	18	.55
English	13,691	1.51
French	3,234	2.11
Geography	441	1.25
Geology	166	1.28
German	944	1.84
History	4,553	1.48
Home economics	6,089	1.24
Latin	1,739	2.00
Library science	136	2.03
Mathematics	4,981	1.47
Music	7,884	1.87
Nursing education	906	1.81
Physics	547	1.46
Physiology	107	1.50
Psychology	60	1.10
Social studies	8,779	1.17
Spanish	1,335	1.76
Speech	2,029	1.84
Zoology	170	.86
Total	69,963	1.44

that low scholarship was the only factor in withdrawal.

The non-graduates completed 33,842 semester hours in education. Their credit point average was 1.51. This, again, was lower than that of the students who graduated.

Students who had intended to qualify for the elementary license took those courses in English, history, and the sciences required to fulfill the license requirements. While students who completed their baccalaureate degrees did approximately the same quality of work in these three subjects as they did in other areas, in the case of the non-graduates such a comparison was not favorable. The respective credit point averages for the non-graduates were 1.18 in English, 1.16 in the social studies, and 1.42 in the sciences.

In electives, the students who did not graduate took 19,962 semester hours of work in which they earned a credit point average of 1.37, which was lower than the average achieved by students receiving their baccalaureate degrees. Table XVII gives comparative data concerning the achievement of graduates and of those who did not graduate.

TABLE XVII. TOTAL NUMBER OF HOURS TAKEN IN VARIOUS AREAS IN EDUCATION AND CREDIT POINT AVERAGE EARNED IN EACH BY GRADUATES AND BY STUDENTS WHO WITHDREW BEFORE COMPLETING THEIR WORK

Area	Graduates		Withdrawals	
	Number of Hours	Credit Point Average	Number of Hours	Credit Point Average
High school subject fields	59,602.5	1.67	69,963	1.44
Professional education courses	31,237	1.71	33,842	1.51
Elementary subject fields	7,927	1.58	20,582	1.21
Electives	21,510	1.53	19,962	1.37
Total	120,276.5	1.66	144,349	1.41

Table XVII indicates the superior work done by the graduates in comparison with that of the other students. It also seems to indicate that a great many courses were taken by students who did not complete degree or license requirements.

Graduate Students Who Did Not Complete Degrees

Many students began work on advanced degrees but did not complete the courses leading to such degrees. One of the requirements for a Master's degree is that the work be completed within a period of five calendar years after enrollment in graduate work. The following study is concerned with students who did not complete their courses within the specified time after enrollment.

Of the 682 such students, 423 were men and 259 were women. Of these, only 183 had expressed a desire to obtain a professional license. The largest number of those desiring an administrative license, 54 per cent, had expressed a desire to qualify themselves for the high school principalship. The others were distributed as follows: 40 per cent wished a superintendent's license, 4 per cent were working toward an elementary principal's license, and 2 per cent wanted a supervisor's license.

The students who did not finish their work toward a Master's degree held various degrees when they enrolled for advanced work in Indiana University. Of the total number, 378, or 55 per cent, had previously been granted an A.B. degree, while 225, or 33 per cent, held a B.S. degree. Only 29 students, 4 per cent, had a B.S. in Education degree. It is very probable that some who indicated that they held a B.S. degree actually had been granted a B.S. in Education degree. There were 14 other baccalaureate degrees, each of which had been obtained by one or two of these students, but none was held by more than two students. No record was obtainable as to the undergraduate degrees held by 32 of the students.

Achievement.—Achievement of graduate students who withdrew before completing their degrees in the various areas in which they took work in the School of Education is shown in Table XVIII.

TABLE XVIII. TOTAL NUMBER OF HOURS TAKEN IN THE VARIOUS AREAS IN EDUCATION AND CREDIT POINT AVERAGE EARNED IN EACH BY GRADUATE STUDENTS WHO WITHDREW BEFORE COMPLETING THEIR WORK

Area	Number of Hours	Credit Point Average
Business education	44	2.25
Comparative education	17.5	1.71
Educational psychology	492	2.19
Elementary education	210	2.06
Health and physical education	836.5	2.15
Higher education	5	2.50
History and philosophy of education	383.5	2.18
School administration	1,142	2.16
Secondary education	764.5	2.25
Vocational education and guidance	362	2.29
Miscellaneous*	618	2.20
Total	4,873	2.19

*Includes courses that could not be properly classified in any of the other areas. Most of the hours listed were taken in the research course required of all students entering graduate work.

As can be seen from Table XVIII, the largest number of hours was taken in the field of school administration.

In every instance, the credit point average was lower for those who did not complete the work for their Master's degrees than for those who were granted the degree. This may indicate that, in the case of some of these students, scholastic difficulties were a factor in discontinuing graduate work.

Many of the students who did not complete the requirements for a Master's degree did some work in areas outside of the courses offered by the School of Education. The number of hours and the credit point averages they made in these courses are given in Table XIX.

TABLE XIX. TOTAL NUMBER OF HOURS TAKEN IN AREAS OUTSIDE THE PROFESSIONAL EDUCATION COURSES AND THE CREDIT POINT AVERAGE EARNED IN EACH BY GRADUATE STUDENTS WHO WITHDREW BEFORE COMPLETING THEIR WORK

Subject	Number of Hours	Credit Point Average
English	135	1.32
Home economics	40.5	2.75
Languages	44.5	1.84
Library science	42.5	2.01
Mathematics	80	1.91
Music	47	2.30
Physical sciences	63	2.30
Psychology	45	2.20
Social sciences	226.5	2.19
Total	724	1.98

The low credit point average in English is significant, because it fell far below that earned by graduate students in any other area in which the number of hours taken was large enough for accurate study. In a few of the areas the credit point average was actually higher than that of students who received the Master's degree.

Another significant fact obtained from the study of the records of the graduate students is that, whereas the students receiving the advanced degree did 62 per cent of their work at Extension centers, the other students did only 20 per cent of their work off-campus.

The difference between the credit point average of work done on the campus and that of work done at Extension centers, 2.19 and 2.22, respectively, is insignificant as far as courses in education are concerned.

Conclusions

This study of the student personnel in the School of Education at Indiana University from 1931 to 1942, inclusive, has revealed several interesting facts.

The number of undergraduates who actually completed their courses qualifying them for degrees or licenses was comparatively small in comparison with the total number who enrolled. While the withdrawal of some of the students was apparently due to scholastic difficulties, this probably was not the major factor with others, since a number of students did not withdraw until they had almost completed the work toward their degrees.

There has been a continued and at times a rapid growth in the undergraduate classes. This increase has been especially noticeable with women students. After 1936 the majority of students in all classes receiving the Bachelor's degree were women.

During the earlier years covered by this study the great majority of students who received a baccalaureate degree had applied for either a regular or a special high school teacher's license. However, during the last few years, the number of undergraduates interested in obtaining an elementary teacher's license has increased to about 25 per cent. This increase has probably been due, to some extent, to the fact that after 1937 four years of study were required for an elementary license and salaries of elementary teachers increased accordingly.

While a number of the students enrolled after completing one or more years at some other institution, the large number of withdrawals indicates that many students may also have transferred from Indiana University to other institutions.

The number of different subject fields in which courses were taken by the students preparing for a high school license was 29. Most of these courses were in English, social studies, music, science, and commerce. The achievement results in courses taken in the School of Education did not differ to any great extent from those in courses taken in other departments in the University.

The Master's degree was conferred on a considerably larger number of men than of women, and a larger percentage of the men were interested in qualifying for an administrative license while fulfilling the requirements for a degree.

The importance of the Extension centers in supplying candidates for the Master's degree should not be underestimated. Nearly twice as many hours of graduate work were taken at Extension centers as were taken on the campus. Since so much of the professional graduate work is taken off the campus, it is imperative that the offerings given at Extension centers be of the highest quality.

APPENDIX

The preceding study included all students in the School of Education from 1931 to 1942.

The number of students receiving the various degrees in the three years following those included in the study are shown in Table XX.

TABLE XX. DEGREES CONFERRED BY SCHOOL OF EDUCATION FROM 1943 TO 1945

Year	Bachelor's Degree	Master's Degree	Doctor's Degree
1943	238	167	6
1944	101	75	4
1945*	59	86	8
Total	398	328	18

*Includes only those graduating in the spring of 1945.

Since the data for these three years had not been a part of the original study, no separate figures are available as to the number of men and women involved.

When the figures given in Table XX are added to those previously given, it is found that in a 15-year period, 1931-1945, the School of Education conferred 1,569 Bachelor's degrees, 2,004 Master's degrees, and 55 Doctor's degrees, almost one third of the doctoral degrees having been conferred in the last three years.

A List of Bulletins in the Field of Education, Indiana University

By KATHLEEN DUGDALE

The School of Education at Indiana University has published the following bulletins. All of these may be obtained from the University Bookstore for 50 cents postpaid unless otherwise noted.

Proceedings of the High School Principals' Conference (November 23 and 24, 1923). Vol. I, No. 1, 1924. 85 p. (Supply exhausted.)

Investigation of Nursing as a Professional Opportunity for Girls, Part I, Technical Study; Part II, Vocational Information Bulletin. By Florence E. Blazier. Vol. I, No. 2, 1924. 69 p.

Proceedings of the Eleventh Conference on Educational Measurements. Vol. I, No. 3, 1925. 141 p.

Proceedings of the High School Principals' Conference (November 14 and 15, 1924). Vol. I, No. 4, 1925. 49 p. (Supply exhausted.)

First Revision of the Bibliography of Educational Measurements. Compiled by the Bureau of Cooperative Research. Vol. I, No. 5, 1925. 147 p. (Supply exhausted.)

Proceedings of the Twelfth Conference on Educational Measurements. Vol. I, No. 6, 1925. 76 p.

The Effect of Population upon Ability to Support Education. By Harold F. Clark. Vol. II, No. 1, 1925. 28 p.

Proceedings of the High School Principals' Conference (November 20 and 21, 1925). Vol. II, No. 2, 1925. 77 p. (Supply exhausted.)

A Cross-Indexed Bibliography on School Budgets. By Harold F. Clark. Vol. II, No. 3, 1926. 66 p.

A Comparison of the Results Made on Certain Standardized Tests by Pupils in the Bloomington High School Who Were Taught in Classes of the Same Grade by University Student Teachers and by Regular High School Teachers. By Carl G. F. Franzén. Vol. II, No. 4, 1926. 19 p.

Proceedings of the Thirteenth Annual Conference on Educational Measurements. Vol. II, No. 5, 1926. 103 p.

When to Issue School Bonds. By Harold Florian Clark and Paul Royalty. Vol. II, No. 6, 1926. 16 p.

Students' Attitude Toward Examinations. By Grover T. Somers. Vol. III, No. 1, 1926. 48 p.

Proceedings of the High School Principals' Conference (November 12 and 13, 1926). Vol. III, No. 2, 1926. 27 p.

Index Numbers in School Administration. By Harold F. Clark. Vol. III, No. 3, 1927. 35 p.

Topical Analysis of 234 School Surveys. Compiled by the Bureau of Cooperative Research. Vol. III, No. 4, 1927. 111 p. (Supply exhausted.)

Proceedings of the Fourth Annual Conference on Elementary Supervision. Vol. III, No. 5, 1927. 64 p.

Proceedings of the Fourteenth Annual Conference on Educational Measurements. Vol. III, No. 6, 1927. 66 p.

Some Phases of the Junior College Movement. By I. Owen Foster, Harold F. Clark, Willard W. Patty, and Leo M. Chamberlain. Vol. IV, No. 1, 1927. 125 p. (Supply exhausted.)

Second Revision of the Bibliography of Educational Measurements. By Henry Lester Smith and Wendell William Wright. Vol. IV, No. 2, 1927. 251 p. (75c)

Bibliography of School Buildings, Grounds, and Equipment, Part I. By Henry Lester Smith and Leo Martin Chamberlain. Vol. IV, No. 3, 1928. 326 p. (75c)

Proceedings of the High School Principals' Conference (November 18 and 19, 1927). Vol. IV, No. 4, 1928. 54 p.

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